



**SAMPLE LESSON NOTES-WEEK I**  
BASIC FIVE

# SCHEME OF LEARNING- WEEK I

## BASIC FIVE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B5.1.1.1.1. B5.2.2.1.1. B5.3.1.1.1. B5.4.2.1.1. B5.5.1.1.1. B5.6.1.1.1	
<b>Performance Indicator</b>		<p>Learners can explain the central messages in songs</p> <p>Learners can apply common phonic generalizations (e.g. hard and soft “c” and “g”) when reading continuous texts.</p> <p>Learners can identify and use nouns or noun phrases to refer to quantities or units.</p> <p>Learners can copy sentences clearly in joint script maintaining legible handwriting</p> <p>Learners can follow appropriate mechanical convention</p> <p>Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Play a recorded song for learners to listen.</p> <p>Ask learners;</p> <p>whether they have heard the song before?</p> <p>Where they heard that song?</p> <p>Have learners to sing any song they know and hence introduce the lesson.</p>	<p><b>A. <u>ORAL LANGUAGE</u></b> (Songs Pg.71)</p> <p>Have learners sing some familiar patriotic songs.</p> <p>Have learners listen to you sing a selected song.</p> <p>Guide learners to sing lines of the song with appropriate stress and rhythm.</p> <p>Let them sing individually and in groups.</p> <p>Using questions discuss the central message of the target song: Who composed this song? What is the song telling us?</p> <p>Invite individuals to explain the central message(s) of the song.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Tuesday	<p>Gather 10 objects that can be found in the classroom and lay them all Out on the desk.</p> <p>Show them all to the students and then cover everything with</p>	<p><b>B. <u>READING</u></b> (Phonics Pg.91)</p> <p>Review the hard form of the sound, e.g. “c” as in cut; “g” as in get.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p>

	<p>a blanket or a sheet after one minute. Ask learners to write down as many items they remember on a piece of paper.</p>	<p>Introduce the soft form using lots of examples, e.g. “c” as in center, cent, circle; “g” as in gent, gin, etc.</p> <p>In groups, encourage learners to come out with words in which the sounds occur.</p> <p>Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read.</p>	<p>Have learners to read and spell the key words on the board</p>
Wednesday	<p>Engage learners in the “Change your style” game</p> <p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, jumping, crazy dance, heading a ball etc.</p>	<p><b>C. GRAMMAR</b> (Nouns Pg.105)</p> <p>Revise nouns briefly.</p> <p>Introduce quantities and units in context. e.g.: – Please, give me a piece of paper. – I have a pair of trousers.</p> <p>Have learners identify more examples of these in text and use them in sentences.</p> <p>Learners make up their own noun phrases and use them in sentences.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Thursday	<p>Write a CVC word on the board.</p> <p>Invite the children to come up, in turns, and change one letter to make a new word.</p> <p>They must read their new word. If they are unsure of the word encourage them to sound it out e.g. fun-sun-sin-sit-sat-cat-mat-pat-pan-pin etc.</p>	<p><b>D. WRITING</b> (Penmanship Pg.120)</p> <p>Select sentences from texts learners have read and write them on the board, using joint script. e.g.</p> <p>Have learners read out the sentence. (in pairs, small groups, large groups)</p> <p>Have learners copy the sentences into their exercise books.</p> <p>Go round to support struggling learners.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Friday	<p>Engage learners in a debate on the topic. “should children be allowed to use mobile phones in school”</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Capitalization Pg.138)</p> <p>In a guided composition, ask individual learners to write a</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p>

	<p>Engage learners in the “popcorn reading” game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p>formal letter each on a given topic, paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation marks, apostrophe, hyphen etc.</p> <p><b>F. EXTENSIVE READING</b> Have learners read independently books of their choice during the library period.</p> <p>Assessment: Ask learners to write a three-paragraph summary of the book read.</p>	<p>Have learners to read and spell the key words on the board</p> <p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>
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<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		<b>MATHEMATICS</b>	
<b>Reference</b>		Mathematics curriculum Page 55	
<b>Learning Indicator(s)</b>		B5.1.1.1.1-3	
<b>Performance Indicator</b>		Learners can model number quantities up to 1000000 using graph sheets or multi base block Learners can read and write number in figures and words up to 1000000 Identify numbers in different positions around a given number in a number chart	
<b>Strand</b>		Number	
<b>Sub strand</b>		Counting, Representation & Cardinality	
<b>Teaching/ Learning Resources</b>		Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of stick	
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Have learners to model numbers quantities up to 1000000 using graph sheets or multi base materials. For instance, with multi base block. A cube=1000unit, a rod=10000, a flat=100000, and a block=1000000.  Learners model 436000 with the appropriate materials.	What have we learnt today? Modeling number quantities using graph sheet. Learners to model number quantities written on the board.
Tuesday	Paste a chart of base block on the board for learners to observe. Hand out sheet of papers to learners to draw what they see on the chart. Review the previous lesson through examples	Ask learners to model the number 137000 shading graph sheet square.  Distribute graph sheets to learners and demonstrate how to model the number 12500 by shading. Note: A <input type="checkbox"/> cube=1000unit  A <input type="checkbox"/> rod=10000unit Etc.  Have learners practice more examples.  Give learners teacher made token currency notes on different colored paper and ask them to model or pick given amounts up to GH¢100,000	Review lesson with learners. Have learner model number quantities for multi digit using multi base materials

Wednesday	<p>Review the previous lesson by; Bring real Ghana cedi currency of different denominations to class.</p> <p>Put them in a box in front of the class. Call out an amount for learners to model it. Do it groups to create competition.</p>	<p>Read out number figures and have learners to write numbers in words up to 100000.</p> <p><b>Assessment:</b> Play the place value number wheel game: Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame.</p> <p>Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousand' ring making the number twenty-thousand or 20,000)</p>	<p>What have we learnt today?</p> <p>Have learners summarize the important points of the lesson.</p> <p>Engage pupils in a think pair share activity to.</p> <p>Write number in figures and in words up to 100000</p>
Thursday	<p>Review the previous lesson by; Bring real Ghana cedi currency of different denominations to class.</p> <p>Put them in a box in front of the class.</p> <p>Call out an amount for learners to model it. Do it groups to create competition.</p>	<p>Read out number figures and have learners write them in words up to 10,000,000.</p> <p><b>Assessment:</b> Engage learners to play the place value number wheel game.</p> <p>Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame.</p> <p>Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousand' ring making the number twenty-thousand or 20,000)</p>	<p>What have we learnt today?</p> <p>Have learners summarize the important points of the lesson.</p> <p>Engage pupils in a think pair share activity to.</p> <p>Write number in figures and in words up to 1000000</p>
Friday	<p>Play clap that number (up to 10).</p> <p>Have learner count in unison as they clap the number.</p> <p>Play show me game;</p> <p>Write a number on the board and let learners show number with bundles of 10s and 1s</p>	<p>Display a number chart in multiples of 1,500 between 10,000 and 1000,000 and lead learners identify numbers in different positions around a given number.</p> <p>Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number</p>	<p>Review the lesson with learners.</p> <p>Have pupils practice more examples.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B5.1.1.1.1		
<b>Performance Indicator</b>	Learners can know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)		
<b>Strand</b>	Diversity Of Matter		
<b>Sub strand</b>	Living and Non Living Things		
<b>Teaching/ Learning Resources</b>	Pictures of Plants and animals in the environment , plastics videos paper, metal woods pencil		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners watch a documentary on the life processes of some animals	Learners go outside the classroom to observe and identify various living and non-living things and discuss their observation.  Engage learners to watch pictures or animated videos of different living things (e.g. birds, insects, trees, reptiles, mammals, etc.) and comment on them.  Ask learners to identify the names of the living things from the video	What have we learnt today?  classify animals into insects, birds , mammals and reptiles  Have learners to summarize the important points of the lesson  Give learners task to draw some insects, birds and color them
	Display word cards o the teachers table in front of the class  Put students into groups of three 3 and number them 1-3. Put three number statements up to the white board and ask students to explain the corresponding statements to their group.  The group who explains well wins	Use relevant examples and illustrations to demonstrate or explain sensitivity, respiration and excretion as life processes.  Learners go on a nature walk to observe sensitivity in the mimosa plant when touched  Assist learners to understand growth by observing a seedling and a mature plant of the same kind.  Let learners breathe air in and out to demonstrate respiration	What have we learnt today?  Have learners to summarize the important points of the lesson.

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page		
<b>Learning Indicator(s)</b>	B5.1.1.1.1		
<b>Performance Indicator</b>	Learners can explain that human beings are unique compared to other creatures.		
<b>Strand</b>	All About Us		
<b>Sub strand</b>	Nature of God		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Take a nature walk with learners around the school to observe things in the natural environment.</p> <p>Use questions and answers to have learners talk about some of the natural things they observed.</p>	<p>Learners recall and retell stories about Creation. They talk about the nature of God as the Creator, the all-knowing, powerful and creator of all things.</p> <p>Learners look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals and present their findings to the class for discussion.</p>	<p>What did we learn today?</p> <p>How human beings are different from other creatures.</p> <p>Have learners to summarize the main points of the lesson.</p> <p>Give learners a task to match pictures of different creatures with their names</p>
	Engage learners to sing songs about nature	<p>Learners in groups reflect and make a poster on the characteristics of human beings that make them different from other creatures</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- Having a unique personality</li> <li>- Ability to be creative and think rationally.</li> <li>- Ability to communicate and collaborate.</li> <li>- Ability to exercise judgment and make choices between right and wrong, ability to learn.</li> </ul>	<p>Have learners to summarize the important points of the lesson</p> <p>Use pupil as teachers to review the lesson.</p> <p>Group class into three and appoint a leader from each group to teach to the whole class</p>



<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.1.1.1		
<b>Performance Indicator</b>	Learners can mention the attributes of god that reveal his nature		
<b>Strand</b>	God's Creation & Attributes		
<b>Sub strand</b>	God The Creator		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner And Teacher)</b>
	<p>Start with a related song.</p> <p>Example: My God is so Big</p> <p>My God is so big So strong and so mighty There is nothing my God cannot do.</p>	<p>Put learners into groups of three.</p> <p>In groups, lead learners to discuss the attributes of God as the Sustainer of life:</p> <ul style="list-style-type: none"> <li>- Giver of rain and sunshine,</li> <li>- the One who makes plants grow,</li> <li>- The Giver of air, etc.</li> </ul> <p>Let learners mention other attributes of God in their local languages.</p> <p>Let learners explain the attributes of God relevant to their daily life, e.g. God gives life, rain and air.</p>	<p>Review the lesson with learners.</p> <p>Ask pupils to summarize the important points in the lesson</p> <p>Ask learners to draw and colure two things God created</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 30		
<b>Learning Indicator(s)</b>	B5.2.1.1.1		
<b>Performance Indicator</b>	Describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	The People Of Ghana		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, poster, etc.		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner And Teacher)</b>
	Tell learners stories about how our ancestors lived  Have learners to watch videos of how our ancestors lived	Identify the kinds of food they ate, the clothes they wore and how they travelled etc.  Compare life today to life in ancient days. E.g. Food eaten, Clothes worn, Mode of travel, buildings Communication, Trading, Professions and Technology.	What have we learnt today?  How our ancestors lived  Have learners to summarize the important points in the lesson
	Have learners visit a palace near them to see how our ancestors lived	Produce a photo album (Tactile photo album for visually impaired) of family members including learners  Visit ancient sites and museums  Use videos/ documentaries /internet to highlight how life today has changed from the past	What have we learnt today?  How our ancestors lived  Have learners to summarize the important points in the lesson

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>GHANAIAI LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page
<b>Learning Indicator(s)</b>	B5.1.1.1.1: B5.6.3.1.1-2
<b>Performance Indicator</b>	Sing cradle songs/lullaby with the correct rhythms and discuss importance of songs Read and answer questions on the narratives/passage read.
<b>Strand</b>	Oral Language/Extensive Reading
<b>Sub strand</b>	Songs / Reading Texts, And Short Stories
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Let learners find the rhyming pairs for these words. First unscramble the words</p> <ol style="list-style-type: none"> <li>1. THIGR &amp; EIGHTH</li> <li>2. OWELT &amp; LOWRG</li> <li>3. OUFRR &amp; AORR</li> <li>4. OCRK &amp; ALKHC</li> </ol> <p>Answers: Right &amp; Height Towel &amp; Growl Four &amp; Roar Rock &amp; Chalk</p>	<p>Show a clip of a baby crying to learners.</p> <p>Ask learners to tell you what a mother does when a child is crying.</p> <p>Discuss the answers with the learners and talk about what a lullaby is.</p> <p>Play a recorded cradle song or lullaby to the hearing of learners.</p> <p>Lead learners to sing cradle songs/lullaby with correct rhythm.</p> <p>Allow individual learners to sing a lullaby.</p> <p>Let learners brainstorm the importance of lullaby.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Lead them to discuss the importance of cradle songs to the baby.</p> <p>Write some of the benefits discussed on the board, and allow learners to copy them into books. E.g. It makes the baby sleep. It makes the baby happy. It enables the baby to play.</p> <p>Assist learners to discuss the importance of cradle songs to the mother and caretaker. E.g. It allows the mother to do</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>

		<p>her work. It helps the mother to rest etc.</p> <p>Write the outcome from the discussion with the learners.</p> <p>Let learners role play mother singing a lullaby and holding a child.</p>	
	<p>Engage learners to play the “What letter am I writing” game.</p> <p>Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written</p>	<p>Read a text aloud to the hearing of learners.</p> <p>Guide learners to read short texts, narratives or stories from other materials with correct intonation.</p> <p>Let learners read paragraph each of the text to the class.</p> <p>Learners read a passage to the hearing of others learners.</p> <p>Lead learners to answer questions on the passage read orally then write them into their books.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 57		
<b>Learning Indicator(s)</b>	B5.1.2.1.1:		
<b>Performance Indicator</b>	Walk on straight lines edges.		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Locomotive skills		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies:</b> Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair-play			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Take learners out to the field.</p> <p>Let learners run or jog within a demarcated area to warm themselves up.</p> <p>Let learners perform some general and specific warm ups.</p>	<p>Draw a straight line on the floor for learners to walk on it.</p> <p>Learners walk as individually and in a groups under the watch of the teacher.</p> <p>Organize competition for learners.</p> <p>End the lesson with cool down and use questions to end the lesson.</p>	<p>Have learners to express their satisfaction for the lesson by talking about how they enjoyed the dancing moves of their partners.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 11		
<b>Learning Indicator(s)</b>	B5.1.1.1.1 -3		
<b>Performance Indicator</b>	Describe the types of output device and identify their uses. Distinguish the difference and similarities between analogue and digital devices		
<b>Strand</b>	Introduction To Computing		
<b>Sub strand</b>	Generation Of Computers		
<b>Teaching/ Learning Resources</b>	Pictures of telephone, mobile phone, radio, tablets,		
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Guide learners to identify types of output devices and their uses. Assist them to list them on the board as well as their uses.</p> <p>Guide the learners to identify the similarities and differences between analogue and digital devices.</p> <p>Present examples of analogue and digital devices to learners.</p> <p>Aid them to mention other examples of analogue devices and digital devices as well as noticing the differences.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p>